



Life Course

Childhood Resilience Factor

Brief Name

Positive Adult Mentor

Indicator

Percent of youth who have a positive, non-parent, adult mentor they can talk to.

Description

This metric identifies youth who have a mentor. This measure asks parents, *"Does [child's name] have at least one adult mentor in his or her school, neighborhood, or community?"*

WI	US	Best	Worst
94.2%*	89.4%	98.1%	79.8%
		SD	CA

Year

2011/2012

Numerator

Number of children with one or more adult mentors

Denominator

Children aged 6-17

*Indicates statistically significant difference from the US value at $p < 0.05$.

Importance

The National Scientific Council on the Developing Child (NSCDC) reports that the "single, most common finding is that children who end up doing well have had at least one stable and committed relationship" (NSCDC, 2015). Though parents can fulfill the role of mentor, this metric specifically asks about a mentor from within the child's community. Strong relationship between mentor and mentee additionally correlate with increased positive outcomes for youth who have faced past adversity (Dubois, 2015). Ensuring that every youth has a positive, supportive adult is also one of the US governments Healthy People 2020 goals (<https://www.healthypeople.gov/2020/topics-objectives/topic/Adolescent-Health/>).

Limitations

This metric is reported by parents and may over-estimate their children's positive relationships with adults. Youth-reported data show a lower percent of youth with a strong adult relationship (Wisconsin YRBS, 2013), however there is no national comparison for this data.

Source

NSCH 2011/12. Data query from the Child and Adolescent Health Measurement Initiative, Data Resource Center for Child and Adolescent Health website. Retrieved from www.childhealthdata.org. Youth Risk Behavior Survey (YRBS), Wisconsin 2013, accessed at <https://nccd.cdc.gov/youthonline/App/Default.aspx>. DuBois, David L., et al. "Effectiveness of mentoring programs for youth: A meta-analytic review." American Journal of Community Psychology 30.2 (2002): 157-197. National Scientific Council on the Developing Child. Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper 13. <http://www.developingchild.harvard.edu>. (2015).